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ABSTRACT

A review of literature relating to stress and burnout and its potential implications for further study of secondary school newspaper advisers reveals a number of areas that require attention. Stress can be created by administrators, other faculty members, students, the job itself, or the adviser's personal life. A study of advisers who have dealt successfully with burnout reveals that those persons have made an effort to share their successes as well as their problems with parents and administrators. Further research is needed to determine whether methods of alleviating burnout in other professions might be applicable to teachers. (A comprehensive bibliography of sources for dealing with stress and burnout is included.) (DF)

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A CASE STUDY OF STRESS AND BURNOUT: THE NEWSPAPER ADVISER

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ABSTRACT

Secondary Education Division

"A CASE STUDY OF STRESS AND BURNOUT: THE NEWSPAPER ADVISER"

by

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This is a bibliographic study of the literature relating to stress and burnout and its potential implications for further study of newspaper advisers and secondary schools. The authors identified and describe stressors created by administrators, faculty, students, and the job itself and the newspaper adviser's personal life. After reviewing the literature describing studies in other occupations with stress and burnout factors, the authors suggest the need for further studies of successful newspaper advisers who have learned to cope with stress and ward-off burnout. Also mentioned are ways to cope with stress which have proven successful in other occupations. The authors also suggest topics for further studies with grave implications for institutions who prepare secondary journalism advisers, the school administrator, the parents and local community, students and the individual's personal reactions to the job. The authors have included an exhaustive bibliography which may assist other researchers in this important study.

Paper presented to the Secondary School Education Division, Association for Educators in Journalism and mass Communications Convention, Norman, Oklahoma, August 2-6, 1986.

A CASE STUDY OF STRESS AND BURNOUT: THE NEWSPAPER ADVISER

Advisers of scholastic newspapers have experienced for years the stress involved in such a demanding area of secondary education. In discussions with advisers during the past 20 years, the authors have found that the primary reason secondary school teachers give up advising the newspaper is the stress that accompanies the position. Said one adviser, "I love the work, I love the kids, and I feel what I'm doing is important, but I just can't cope with the stress any more. There's too much of it from too many different sources, coming at me too often and too quickly. Also, there seems to be no relief from it; it's an ongoing thing, an ongoing problem. God knows I've looked for solutions. I look for them all the time, but I can't find any. Maybe after rest and some time away from it I'll come back to being a newspaper adviser. I know I'm going to miss it so very much...so, so, very much! I'm going to miss the newspaper and the closeness I experience with the students, but my health and family are being gravely affected by my work as the newspaper adviser, and I must do something about it now. I can't put it off any longer. My principal is trying to find someone else for next year but he hasn't found anyone yet."

Excess stress can be dangerous to the newspaper adviser's physical and emotional health. Often it is said to be the cause of many physical diseases and emotional difficulties. So, advisers are told to avoid stress in their work as newspaper advisers, but it is not something that is easy for them to do,

since the advisers do not know what to do to avoid the stress or they are not involved in situations where controlling the stress in easy or possible. Troubled advisers try hard to avoid stress and stressful situations, but what can occur, and often does happen, is that advisers create more stress that cause their physical and emotional condition to worsen.

Stress is a form of energy. It occurs when people interact with other people and demands are placed on them. When the demands are too great or when they are not congruent with one's feelings, education, judgment, sense of responsibilities, loyalties, philosophies, ethics, religion and needs, stress becomes destructive. It hurts and damages the newspaper adviser.

The phenomenon of stress is admittedly good and at times it motivates someone to work hard, to be happy, to become an achiever, to develop satisfaction and to have a good self-esteem. Stress can be simple and effective and can be used constructively. However, many newspaper advisers say their work and responsibilities take up too much time, are so many and are so demanding that they experience bad stress factors more often than good, constructive stress. Instead of the stress motivating or encouraging them, the stress limits their progress and affects their performance and teaching at school, their personal lives at home and their emotional condition. They experience tension and anxiety, and they are plagued by stress. There is a stress epidemic, an overload of stress, in advising the newspaper.

Some of the results of stress overload are inefficiency,

lack of energy, dissatisfaction with work, pessimism, psychosomatic illness, ulcers, backache, hypertension, loss of employment, personal problems, boredom, cynasism, insomnia and poor physical health. The newspaper advisers become unable to cope with the responsibilities, cannot manage reactions to stress, have too many deadlines to meet, do not have enough time to do their work, find it difficult to work with peers, have difficulty following instructions of administrators, develop problems working with the newspaper staff and cannot deal with unpleasant situations or make decisions. The advisers become worn out, spent, drained, consumed, used up, prostrated, dissipated and can be of little value to their schools, their families and themselves. Their focus is narrow and their ability limited.

The primary factors leading to stress and burnout of these newspaper advisers usually appear in five areas. There are those that are related to the administration, the school faculty, the students, the job itself and the adviser's personal life. Over a period of many years in their work in Secondary Journalism and more specifically with the advisers of high-school newspapers, the authors have collected in surveys the following stressors related to these five areas.

ADMINISTRATION RELATED STRESSORS

1. Administrators have problems scheduling journalism classes.

2. It is difficult to arrange interviews with administrators.

3. Apathy on the part of the administrators is ever-present.

4. Administrators are reluctant to side with the newspaper staff.

5. Administrators assume the role of censor of the paper.

6. Administrators force the newspaper staff to work with certain printers.

7. Administrators consider journalism too "soft" for the curriculum.

8. Administrators do not provide school time to publish the newspaper.

9. Administrators do not provide needed materials to write and produce the newspaper.

10. Administrators do not provide a newspaper work room for the staff.

11. Administrators have little knowledge about journalism or publishing.

12. Administrators force the staff to publish certain stories.

13. Administrators provide little money and financial support to publish the newspaper.

14. Administrators allow any and all students to work on the newspaper.

15. Administrators allow coaches to tell the staff how much and what will be published about sports.

16. Administrators are only interested in the newspaper when someone calls and complains about something in it.

17. Administrators refuse to be criticized or held in a bad light.

18. Administrators are not willing to accept change.

19. Administrators make the journalism class-newspaper staff "scapegoats" for low achievers.

20. Administrators control the content of the newspapers.

21. Administrators force the unqualified teacher to teach journalism.

22. Administrators force unqualified advisers to advise the newspaper.

23. Administrators never have time to discuss journalism problems.

24. Administrators dictate the number of pages in the newspaper.

25. Administrators are slow in praising the adviser and staff but are quick to criticize.

FACULTY RELATED STRESSORS

1. The faculty is not cooperative.

2. The faculty has little interest in the newspaper.

3. The faculty does not understand balanced coverage.

4. The faculty demands too much space for their news.

5. The faculty feels newspaper just kills time.

6. Many faculty members are not helpful but criticize.

7. The faculty is critical of students' work.

8. The faculty does not inform newspaper staff of comming events but gets upset if something is left out.

9. The faculty wants to write their own stories and have them published the way they gave the stories to the reporters.

10. The faculty is always too busy to talk to reporters.

11. Some faculty members never want their names to appear in print.

12. The faculty is apathetic toward journalism.

13. The faculty attitude is that they have to have everything their way.

14. The faculty feels only their respective areas are important and nobody else matters.

15. The faculty fails to provide adequate information.

16. The faculty requests last minute coverage.

17. The faculty complains that stories are not current and news is old.

18. The faculty attacks the journalism program.

19. The faculty campaigns not to fund journalism.

20. The faculty does not understand the meaning of deadlines.

21. The faculty will talk to regular newspaper but consider school reporters "just kids".

22. The faculty is jealous of the success of the journalism program.

STUDENT RELATED STRESSORS

1. Students are not responsible in doing their work.

2. Staff members are lazy.

3. Students fail to meet deadlines.

4. Students cannot write.

5. Students' workload is too heavy.

6. Students have too many extra-curricula activities.

7. Students cannot work after school or on weekends.

8. Students are hard to motivate.

9. Students are on ego trips.

10. Students disagree with the quality and taste of a story.

11. Staff members disagree with one another.

12. Students are bias.

13. Students lack maturity and understanding.

14. Students do not carry out assignments.

15. Non-staffers are very critical of the newspaper.

16. The student body is jealous of journalism staff members.

17. There is little student recognition for work on the paper.

18. Students are not interesed in excellence.

19. Staff members will not attend summer camp.

20. Students are only interested in trivia in the newspaper.

21. Students are interested in the gossip column only.

22. Students are wasteful.

23. Students do not take care of equipment.

24. Students lack confidence and drive.

25. Students treat work sessions as social get-togethers.

26. The same students do all the work.

27. Students run out of story ideas.

28. Novice staffs each year lack experience.

29. Students do not want to cover dull stories or routine stories.

30. Some students dominate other staff members.

31. Students expect the adviser to do all the work.

32. Students are not willing to work extra hours.

33. Upperclassmen look down on or scorn beginners on the staff.

34. Students fail to cooperate with editors.

35. Students report inaccurately.

36. Students tend to editorialize in news stories.

37. Students take no pride in their work.

38. The student body and staff members are apathetic.

39. The newspaper staff lacks experience.

TEACHING RELATED STRESSORS

1. No class time is allowed to teach journalism and/or advise the newspaper.

2. Journalism teachers have to work too many extra hours.

3. Journalism teachers have to teach too many classes.

4. There is a lack of teacher training and education in journalism.

5. Grading and correcting of journalism students' work requires too much time.

6. There is a lack of a good grading system for journalism.

7. Many journalism teachers hate teaching journalism.

8. Many journalism teachers hate advising the newspaper.

9. Journalism creates too much homework for teacher/adviser.

10. Journalism work takes up too many weekends.

11. Many discipline problems are present in the journalism class.

12. There are many class preparations for the journalism adviser.

13. Most journalism work must be done at night.

14. There is no time to teach writing.

15. Students write English stories, not journalism stories for newspaper publication; students do not know newspaper style.

16. English teachers refuse to teach a journalism unit and no journalism class is available.

PERSONAL LIFE RELATED STRESSORS

1. Journalism advisers are seldom home to be with their family.

2. Adviser work interferes with children's schedule.

3. Meeting with and working with the printer requires after hours time.

4. Getting newspaper printed is time consuming.

5. Advisers tend to neglect family life and responsibilities because of journalism duties.

6. There is a lack of motivation on the part of the adviser.

7. The journalism program requires much independent studying on the part of the adviser.

8. Teachers do not support the efforts of the adviser.

9. Journalism work always follows the adviser home.

10. Too many parents complain about journalism.

11. Parents do not understand the problems of the journalism adviser.

12. The pay is low.

13. Many times there is no extra pay.

14. Many people in the school community feel that things pertaining to the newspaper are the adviser's problems and worries and not theirs.

15. The adviser has to walk away from the job and responsibilities as an adviser.

16. The adviser feels unable to walk away from the job and responsibilities as adviser.

17. People think they know better than the adviser; they have their own idea of what news is and what the adviser should do.

18. There is a lack of appreciation for the adviser.

19. Advisers are always buried under a mountain of work.

20. Advisers need some time to do absolutely nothing for anyone.

21. Journalism work causes many arguments at home.

DISCUSSION

Although individuals have different stress capacity, some generalizations have been developed by various studies. There is, however, little evidence of studies done relating to stress among newspaper advisers. The studies completed show that conditions leading to stress and responses to stress in other occupations can be seen recurring in the teaching profession. For the newspaper adviser the pattern seems to be slightly changed. In other teaching roles the responses are the same as those found in other studies, but the conditions are not the same in teaching. The conditions might be actually different from other roles (e.g., lack ofqualifications for the job, hostility from administrators, pressure from the community, students don't keep to strict deadlines satisfactorily). Or the conditions may be the same, but an accumulated effect is produced. Therefore, the teacher holds down two or more jobs, all of which might be insuring stress.

Jayratine and Chess' (20:145) studies relating to the health dimension suggest there are three indices of mental health - anxiety, depression, and irritability - and one measure of physical health - somantic complaints. The anxiety, depression, and irritability indices measure the person's self-reports about the extent of these feelings.

Coates and Thoreson (4:159-184), in a review of over 20 studies on teacher stress and anxiety, isolated different stressors for beginning and experienced teachers.

From a review of 15 studies published between 1951 and 1974, the following five stressors were evident among teachers: the

challenges to maintain discipline; the challenges to gain students' affection; insufficient knowledge of subject matter; concern over what to do in the case of not having enough materials or making mistakes; and concern over how to relate personally to faculty, the school system, and the students' parents.

Farber and Miller (13) hypothesied that techer burnout is attributable not only to overt sources of stress but often to unexamined factors within the school structures that lead to a lack of a physchological sense of community. This situation is particularly pertinent to newspaper advisers.

C. Maslach and S. E. Jackson (Jayratine and Chess, 20:147) found and reported that females score higher on the emotional exhaustion scale and males higher on the depersonalization scale, thereby producing a gender effect on this particular dimension. They also noted that younger people score higher on both the emotional exhaustion and depersonalization scales, thus, producing an age effect. Therefore, at least on the burnout dimension, gender and age could act as intervening variables.

Sometimes the delay in becoming affected by stressors lies in the structural support found in the organization or surroundings. Structural support is defined as having someone who affords one organizational clout through one's association with them or who arranges the opportunity for one to know upper management. This condition is the opposite for the newspaper adviser. He has no organizational support, perhaps the opposite. As such, structural support would be expected to aid in clarifying one's

organizational role, and assisting the individual in crossing inclusionary and hierarchical (upward mobility) boundaries within the organization (Edwards 12).

However, another factor which enters into the teacher's inability to handle stress results from weak stressors so subtle that individuals may not even be aware of their existence until, one day, they suddenly realize that they have become extremely nervous, irritable, have frequent headaches, or exhibit some other low-key symptoms of stress (Fimian, 17:105).

With teachers, as with other workers, there may be role ambiguity, a measure of the worker's perceptions of the clarity of the work situation. Often teachers do not fully understand what is expected of them, particularly so in the case of the newspaper adviser. With the emphasis upon "good publications" and strong journalism teaching, the teacher is caught in the narrow gap between knowing what is expected and what is possible under a given set of circumstances.

The latter problem may result in role dissention which is a measure of the conflicting demands that a teacher senses as present in a job. The expectations of teaching sometimes weigh heavier than the results sought. The various factors which may enter into the conflict may result from circumstances found only for the newspaper teacher and not for anyone else in the building, as will be discussed later in the paper.

Teachers looking for stress cues can readily find them with some training, or knowledge their surroundings and their own

physical and mental awareness. Stressors may result in talking rapidly, rushing through meals, working through meals, trying to do two or three tasks at the same time and walking at a hurried pace (Durham, 10:35).

When the stressors and resulting responses occur the individual no longer has the psychological or phisiological resources left to continue coping. In a state of complete exhaustion, the individual may not even worry about his or her physical or mental health. "Flat effect," despondency, and various degrees of depression set in (Fimian, 17:101-105).

Mackiel notes that there are two options open to the teacher who has begun to respond to the environment on a coping basis: (a) they flee or escape the situation (such as procrastination, avoiding the issue, or ignoring the problem), or (b) they grit their teeth and bear it until they proceed from the stage of resistance to the stage of exhaustion--also known as passive coping (Cohen, 6:616-620).

Fuller (16) noted that when teachers are placed in stressful situations, their priorities change. In order of importance, these become (a) survival training; (b) classroom performance; (c) methods on how to make an impact on students; and (d) concerns about increasing what students learn. Under less stressful situations, these priorities become reversed, with concern for students receiving priority.

Koon (23) found that high-anxiety teachers used significantly less task-orientated behavior with students and tended to

administer fewer reeniforcing consequences. This problem is a major factor for newspaper advisers who establish criteria which must be met under strict circumstances, if the students' tasks are to be completed. When the students fail to receive and complete their tasks the results may cause a vicious circle effect, again creating more stress for the newspaper adviser.

The problem in handling stressors for beginning teachers may be more acute and somewhat different than for experienced teachers (Campbell and Williamson, 2:222-235). They found the problems anticipated by beginning teachers were greater than those that were actually eventually experienced.

In seven studies published between 1939-1973, the following negative stressors for experienced teachers came to the fore: time demands; difficulties with pupils; and large class enrollments (Fimian, 17:103).

Weaver's (30:38) study of Indiana advisers showed administrative pressure was sensed by 16 percent of those questioned. They listed lack of trust, censorship, restricted freedom and political influences as a few of their concerns about school administrators. These concerns turned into anxiety and fears that they believed were related to their physical and mental stress.

"Your best paycheck is not the one the school board gives you," said Mary Jo Kelly, a teacher at Tara High School, Baton Rouge. "We knew that going in; it's the psychological strokes

that you get watching the students learn, that's the big paycheck--the intangibles. And it's when the intangibles aren't enough of a paycheck anymore that you get to burnout."

Even with the anticipated encouragement of a job well done by students learning, the role of the teacher has changed in today's school. The increased responsibility of teaching (including roles formerly the responsibility of the home and/or the church), the whole child has extended the role of the teacher beyond that of an exponent of a particular body of knowledge (Dedrick and Dishner, 8:420).

Weaver (30:37) in her study of Indiana school publication advisers found the most significant frustration was a feeling of being "overworked." Twenty-nine percent of the respondents said that spending long hours after school and on weekends, eating most meals out each week because of late hours at school, and preparing for other courses severely strained their capacity to maintain enthusiasm toward advising.

Evelyn Alford, English supervisor for the East Baton Rouge Parish Board, said, "Teachers just don't hear words of praise for what they do very often." She said she knew of one teacher who had been called to the principal's office for a conference with a parent. The teacher was puzzled because the student had been doing well. When the parents got to the conference she told the teacher how pleased they (the parents) were with the child's progress. "That teacher told me 'that's my paycheck for the year,'" Alford said.

When parents and the community are upset with the educational

program in their school, the teacher takes the brunt of the criticism but, in reality, has the least amount of power to implement curricular change.

"We are teachers who simply do not have the time to accomplish all that we desire. Increasing classroom assignments, elimination of study halls and laboratory periods, non-journalism duties, home life and our children, and a good number of other topics all seem to give advisers a terrible crunch in setting priorities. But all agreed that a 'good adviser' simply ignores the clock and continues to labor to accomplish whatever it is that our students need and want," said Rod Vahl, (29:16), former Newspaper Teacher of the Year.

Julian Adams (1:20-21), author of Presstime, wrote "the position of the adviser to a scholastic publication...is a difficuly one. Problems inevitably arise from the extra hours required and the stress of guiding inexperienced student writers or editors through the process of meeting deadlines and accepting responsibility. Added to these are difficulties arising over freedom of expression."

Stress arrives in different forms for the untrained newspaper adviser. Carolyn Trahan, (28) a Louisiana adviser, accepted her position blindly, in hopes of helping the students produce a quality publication. She lacks the proper certification and training to handle the job with ease and it has become more than she can manage. She has no control over the students who take her class, nor does she have a journalism class during the school

day. She is facing burnout. She is totally frustrated with the status of her job and her inability to meet all demands.

Sometimes teachers leave their jobs in teaching, even though they had looked forward to teaching. One former teacher in the Baton Rouge area said she was prepared for her job, and anticipated the challenge. However, she left after one year, saying, "I thought all teachers had been good, and they looked like they were having fun," she said. But when she got in the classroom she found it was "different." "The discipline wasn't there. I liked the students, but it was too much." (Durusau, 11).

Time is also a factor in creating stress for the teacher, even in schools with selective admissions or "bright" students. Fred Aldrich, a teacher in the Baton Rouge Magnet High School, said, "Teachers realize that every profession has its own special type of demands. But in teaching it's very difficult, if not impossible, to finish work in the amount of time you have.

Other teachers constantly feel that the "grass is greener on the other side of the fence," (even though they know that that may not necessarily be the case). They find that other valued parts of their lives are not developing as rapidly as expected or desired, whose own personal attitudes and values are ignored in their school or district, who feel that their contributions in the classroom and in the field have little worth, and who find that they are not growing in or learning from their job often come under a great deal of day-to-day stress (Style and Cavenaugh,

27:76-79).

Teachers also feel that every one else gets the "lucky breaks" or are not progressing rapidly enough with either their students or in their field and thus sense frustration (Fimian, 117). These problems, along with others mentioned, tend to overload the teacher who no longer can handle the stress and faces burnout.

William Baker with the Louisiana Association of Educators handles more than 200 workshops on stress management each year. He believes the majority of teachers are affected by overload or burnout.

However, a former journalism teacher and newspaper adviser in Austin, Texas, says,"The ego is the primary cause of journalism adviser stress." Tom Prentice (25) said, "Much of the frustration and anxiety experienced by journalism teachers is self-imposed." He says the teachers suffer from a martyr complex. They constantly talk about how much time is spent working with students. They tend to strive for perfection in student publications.

Prentice said, "This results in a shift from teaching journalism to students and letting them exercise hands-on-and-imperfect-practical application of skills to an adviser-centered production system where everything - story assignment, photography, reporting, writing, editing, design, graphics, and production - is done largely by the adviser."

John Cutsinger, national award winning adviser, said "Administrators drive out good pepole because they don't understand the importance of journalism education for high school students and do not provide necessary support when talented teachers train students in a professional manner."

Assuming, however, the teacher attains all the training and necessary awareness, there is still the respect for dignity among peers, students, and community. Teachers find themselves without dignity, when they need and should expect it. Teacher dignity is the fundamental self-respect that teachers rely on in situations ranging from the mundane to the difficult (McPherson, 24:18).

Dignity can be obtained, and with it, inevitably a touch of loneliness that is forever a mark of the professional. The young teacher must find how to obtain it, make and keep distance from students, but yet pay the price that creates a sense of loneliness.

Sometimes even the successful teacher loses a grip on dignity. Mary Jo Kelly, Tara High School, Baton Rouge, said,"It's when you're lost and alone and everything is going wrong. The kids aren't learning the way you want and the parents are breathing down your neck. You pick up the newspaper and you see how terrible a job you're doing," (Durusau, 11).

As one reads through the various studies and contemplates teachers' responses to stress, what becomes evident in the literature is that there are numerous ways in which teachers can be assisted in handling stress. Or the information can be bracketed to suggest that for the most part the problems of stress

and eventually burnout can be identified under three broad categories.

Howard (Jayratine and Chess, 20:146) wrote that social support consists of four different dimensions - emotional, appraisal, informational, and instrumental support.

House (Ford, 15:70) noted in 1981 that emotional support, which involves empathy, trust, love, and caring, seemed to be the most important form of social support. That is, emotional support was a component in one form or another in several of the conceptual schemes reveived by House. Generally, when individuals think of other people being supportive toward them, they think mainly of emotional support.

Jayratine and Chess (20) use the term emotional support to refer to the provisions of empathy, caring, trust, and concern. Ford (15) writes that emotional support is provided when the individual has someone who shows concern that his/her goals are reached, who is emotionally reinforcing, and who can be trusted and depended upon.

This role would be filled by someone who supervises the teacher, the administrator or department chairperson, or both, in many instances. Structural support is provided by an influencial and powerful official, who, through advocacy and manipulation of the organization system, helps the individual advance within the organizational structure. But given the status of the newspaper adviser in a school system, the latter possibility is somewhat remote, as will be discussed later.

Edwards (12) integrated the work of Kanter (22) and the conceptual scheme of Cobb (5) in devloping her formulation of work-environment support. Edward's facets of social support include (a) structural support, (b) informational support, and (c) emotional support.

Jayratine and Chess (20) stated their study of social workers in 1981 suggsted "both supervisor and co-workers support can help the practitioner cope with stress on the job and the strain that may result from this stress." Their study discovered any organizational strategy that would result in increasing the supportive base available to a worker would clearly be highly desirable.

Teachers in comparison with other occupational groups, according to Donald E. Syuper and John Holland, are highly social and greatly value opportunities to interact with co-workers (Farber and Miller, 13 23).

Teachers of journalism and publication advisers agree with this assessment, according to authors in the field. Vahl (29;16) suggested this reality of loneliness and its apparant stress on teachers. "We are alone in our particular journalistic labors within one school building with rarely a soul to understand or to help us in our daily concerns. It thus seemed important that experienced advisers extend themselves still further by helping the new teacher, the overloaded teacher, the eager teacher. Active participation in state associations is determined as a 'must,' and most desirable would be participation in national

press associations for both advisers (teachers) and students."

He continued, "We are primarily teachers of communications, and we should never lose sight of that responbility." While meeting with a group of journalism teachers, he came to the conclusion that teachers have as their goal "to reach out to others with a message of interest and concern to an audience."

Assuming the possibility that a teacher reaches out to another peer with emotional support, French (14) has argued that buffering may reflect a mobilization of support -i.e., support may exist in the environment but individuals may not use it until or unless they perceive it as something that could in fact alleviate stress and strain.

SUMMARY AND RECOMMENDATIONS

The role of the newspaper adviser is a demanding job, fraught with major responsibilities, and unusual expectations by students, administrators, and community. But as many authors have written and a study of the literature suggests means are available to cope with stress. Such ways may curb the eventual loss of promising teachers and newspaper advisers through burnout, and experienced teachers who are dynamic role model of young scholars.

As S. R. Pinneau writes, "If social support can reduce the ability of stresses to produce strain, then we may hope to reduce high strain in some occupations even though the stresses in those occupations are themselves difficult to alter" (Fimian, 17:105). If this idea is transferred to the teaching profession, perhaps what is at stake is not to change the nature of the occupation. If the schools, community, and administrators were more supportive, the strain could perhaps be handled by the teachers.

Educators of promising young teachers or experienced teachers seeking new insights through instruction can provide ideas to the newspaper adviser trying to cope with stress. One of those ideas is through stress-management training which enables the teacher to learn that some life crises are predictable. Crises such as problems in adjusting to a new position as a newspaper adviser, participating in instructing students how to be journalists, learning to "read" supervisors who make human mistakes, and balancing the demands of the private life with the professional career need attention.

Such crises are encountered by everyone who enters any occupation, but more the teacher. However, all people go through a series of stable periods alternating with transitional periods.

As Charlesworth and Nathan (3) suggest, "It is important to realize as you learn to manage change that these life changes and crises are very normal parts of development. In the teacher's career this is translated as development along many fronts, learning new material, often coping with students, adjusting to the demands of a normal life, but a career which promises success."

If burnout is recognized as a sign of failure in a teacher, it suggests that concern must be expressed by those working closely with the newspaper adviser. Leaving a career for which one was trained after many years of school makes the individual fight a new problem. Coping with life as a teacher is demanding enough, coping with life as a failure is somewhat more dreadful. Wanda Melton, a former teacher in Louisiana and now teaching in Texas, said a change in environment is a good way to fight burnout. She left Baton Rouge after her husband graduated from Louisiana State University.

"After you've been in one situation for so long, it's time for a change. Doing the same thing with the same people you can get burnout just on the repetitiveness of it," she said. "Also, if you feel everybody isn't working for the same goal, then it's time to move on."

This type of decision challenges further study of newspaper

advisers who have taught for extensive periods in the same school and who have found success without leaving for "green grass."

As discussed earlier in this paper, working closely with teachers demands new approaches to training programs and workshops by university and college instructors. Perhaps the approach may be one of challenging teachers to learn to set aside time for themselves. An example are personality types who don't know how to relax. Little is done to train new teachers to work in related fields of journalism, in off periods of the year, to provide insights into other careers. A few experienced teachers work in the print world, others work for magazines, while some work as free-lance photographer during vacations and summer. Such people could be studied to learn how this experience enabled them to ward off burnout and still maintain control through stressful periods.

Development of programs which deal with organizational techniques may be necessary (Weaver, 30:37), if a review of the literature in different fields permits people in those occupations to handle stress. Perhaps newspaper advisers need help with creating production schedules for themselves and their students. They may need to learn how to establish deadlines for all aspects of production as well as staff motivational techniques. These recommendations can aid time commitments to the job.

Educational programs for teachers may not direct much attention to production schedules, staff motivational techniques or other aspects of handling people under stressful conditions. For these reasons alone more research could be conducted into the

"nature of the beast," particularly into the type of personality who takes on such responsibility--an inherent martyr or just someone who almost seeks out stressful situations.

Such people may represent well Tom Prentice's remarks about journalism teachers who create much of the stress they sense in their own creative world. He says they haven't learned the value of organizational techniques, nor what the role of the teacher is in newspaper advising. The lack of information about such behavior requires further study. If the newspaper adviser learns to use the talents of the students, she or he may free themselves from stress while encouraging the student journalist.

Job enrichment comes for many teachers through recognition of their talents and development up the organizational ladder. However, for many teachers of journalism this is not a choice. There are few places for them to climb within the school organization because of its structure. However, teachers could learn how to expand their role through increased responsibility for the school system. They could also obtain job enrichment by selecting teaching materials at the school, district or state level, deciding on the curriculum range of their classroom, the disciplining of their students, and choosing their teaching methods to enrich their advising job, and working in public relations which may increase their motivation and raise their performance levels. Job expansion in other fields is an issue which the scholastic literature doesn't address well, if at all.

Kaiser (22) says motivation is a major factor in handling

stress, regardless of the job. He maintains this is one of the reasons teachers leave teaching. There are too many factors present to hinder motivation in teaching. As mentioned elsewhere in this paper, any stressor which curtails motivation, weakens the individual's desire for a long career in teaching. For the newspaper adviser this is more pronounced since motivation is often provided by one's peers and the newspaper adviser has no companion of similar scope in the school.

Studies must become more prevalient which try to identify why some advisers are enthusiastic for teaching and students learning. Why some teachers present a consistency of values and personal integrity in their relationship wth students and other peers. Even though the role of teachers is expanding to include responsibilities once the domain of the church and the family, some teachers do not find the new challenges outside their realm of responsibility. Many newspaper advisers see these challenges as added benefits and relish the opportunities. Why are some advisers a success in meeting the challenges and another group is not enthusiastic? Students reach new heights of achievement under a few teachers and lose their motivation under other teachers. A teacher's enthusiasm for newspaper advising or for any subject or activity is contagious. Students sense and appreciate the difference among teachers.

In the final analysis students appreciate a teacher's personal integrity, consistency of values and the individual's ability to handle stress. Successful newspaper advisers appear

to handle stress and adjust to the varied demands of the role. Parents expect the successful newspaper adviser to provide avenues for their child which are not available in other subjects or other activities. Everyone can recall the teacher in their past who personified that role and was called "the special teacher." These successful teachers need to be studied, examined and discussed as potential examples for those individuals unable to cope with their current role in the schools and in scholastic journalism.

For many years authors in scholastic journalism have written about the tenuous relationship between administrators and teachers. Little is written, however, about the administrators who successfully develops, maintains and encourages the successful newspaper adviser in their school. Perhaps such an administrators personifies what House and Wells (19) discovered. Their study in 1977 suggested the supervisor of an employee should be the primary support. The results of Ford's study (15) found there are implications for management practices. Both studies reported managers and supervisors need to be sensitive to employees and sufficiently competent to provide emotional support to their workers. What implications this information has for future study of teachers, parents, and the community.

Information is needed on how to support the newspaper adviser who works without support, who develops programs without professional journalism experience, who establishes standards of achievement which come only through creative drive and

determination.

Weaver explained in her study of Indiana journalism teachers that a serious challenge lies before colleges and universities who educate teachers. Opportunities for teachers to get away from their current job for some relaxation time are important. They need this opportunity to renew enthusiasm for their job. Teachers can be invited to a "retreat," where they work closely with other advisers, instructors from higher education, or with their role models from their own ranks among the secondary school teachers. This "retooling" experience may occur on campus during one-day workshops or weekend conferences. These events can be therapeutic where advisers obtain usable skills and examine pressing problems. Where stress can be dealt with and ideas exchanged which are worthy of sharing.

There are the successful newspaper advisers who have learned to ward off stress and use the conditions to become creative. They are the professionals who appear at workshops and conferences, summer institues, weekend retreats. Through such ventures the successful adviser receives feedback, which is one of the best antidotes for stress. There is a nucleus of such individuals who stand as a ready pool to study. What can be learned from them could be shared with other advisers needing this imformation.

Individuals active in regional, state aand national press organizations are frequently asked to share the results of their

excellent publication producing program, but not how to deal with defeat and stress. These successful people likely have found some way to overcome the "rough spots." A study of them may assist the teacher stuggling without some form of feedback. Critiquing of a publication and students' winning contests are two means of feedback, but these responses are not always available for the teacher alone in some isolated school. Travels around the country identify many teachers without support.

"Utopia" for the newspaper adviser would be to have the support of the faculty and community and thus natural feedback. But this situation does not exist for the "lonely" newspaper adviser.

Many beginning teachers leave the field of eduation and newspaper advising after short periods. Their reasons are well-known and well-documented in the literature. How the individual became involved as a newspaper adviser is not the issue. What is important is to translate to them ways to deal with a stressful situation. Rod Vahl says colleges are to blame for many of the problems of high schools today because unskilled teachers are permitted to graduate from colleges and enter the profession. His concern is to find ways to encourage the inexperienced adviser to remain in teaching. Unless researchers identify ways to assist such an adviser in coping, he will leave the profession. This phenomenon requires study. Various questions such as "Can new teachers be taught to handle stress?" and "How can the study of adviser stress be added to the instruction of teachers?" Perhaps the goal in preparing teachers

should be to promote the role of journalism education and stress handling concurrently. With more understanding, the adviser would be under less stress.

Vahl, 29 newspaper adviser at Central High School, Davenport, Iowa, has made a career of sharing. There are numerous other people who have done the same with their "free" time. Studies should be conducted to learn what they did which went so well and enabled them to stay in teaching and advising. Vahl gained from his own students, from their parents, from the community, from colleagues at other local high schools, from insitutions of higher education and his own achievement outside the classroom. He involved parents of his students in recognition dinners for his students. The parents shared their support and funds in making recognition dinners important "family" gatherings. No doubt other advisers made use of parents with similar results.

Authorities report such means of coping with stress or containing it through some external means reduces the institutionalization of teaching as a lonely profession, reinforces the teacher's esteem for peers, community and staff, and may rejuvenate a teacher's commitment to and investment in the students of the classroom. Through such activities journalism education and journalism advising are promoted. Everyone gains because everyone feels important and part of the program.

When teachers begin to geel and beleive that their classroom has become their "entire world," they actually become divorced from the real world. Researchers must study journalism teachers more closely to unlock the reason why some teachers use the

classroom as a resting place. Newspaper advising is not the "haven of rest," as some would beleive. It is a challenging, jarring, active environment with young minds testing every thought.

Many teachers see the classroom and advising as a place to experiment and to share knowledge of information from the world outside.

Advisers who can't handle stress might be the martyr types referred to earlier who seek stress for it's own sake. It appears the active, experimental, sharing teacher has learned to handle stress. Such a person looks with or acts with disdain on stress and the potential for burnout. To such a person burnout is unknown and unrecognized, perhaps even unnecessary.

Stress can be a positive or negative, a powerful motivator or a crippling destroyer. Even positive events such as marriage and vacations are stressors because they add changes to lifestyle. For the newspaper adviser all of the stress factors and problems mentioned in this paper suggest a hard life. However, such a life does not have to be a career facing defeat.

Teaching is a noble profession. The personal satisfaction that comes from the knowledge that one has contributed directly to the students' physical, emotional, and intellectual growth is what sustains good teachers in their quest for excellence. Nothing should impede this quest!

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